



SUPPORTING RECENTLY-ARRIVED EAL STUDENTS

IN A MAINSTREAM SCHOOL SETTING

DANDENONG HIGH SCHOOL - SEPTEMBER 2019

TODAY

1. Introduction
2. Transition EAL Program
3. Connect Program
4. Extra-Curricular Programs
5. Resources



THE STUDENTS

- Recently-arrived – language school or from community
(1-3yrs)
- Culturally and linguistically diverse (CALD)
- Likely refugee background
- Interrupted schooling/disrupted backgrounds
- Possible trauma
- Need for high levels of support to function effectively in a mainstream classroom

THE DELIGHTFUL CHALLENGE

“The challenge is to be responsive to the affective and welfare needs of students while maintaining the highest possible academic expectations and cognitive challenge (see Gibbons, 2009b; Hammond, 2008).

How can we be caring and supportive of these students, while being rigorous and challenging in our teaching?”

Hammond, 2015 from *Classrooms of Possibility*

SCHOOL PROFILE



Of 1740 students at the school...

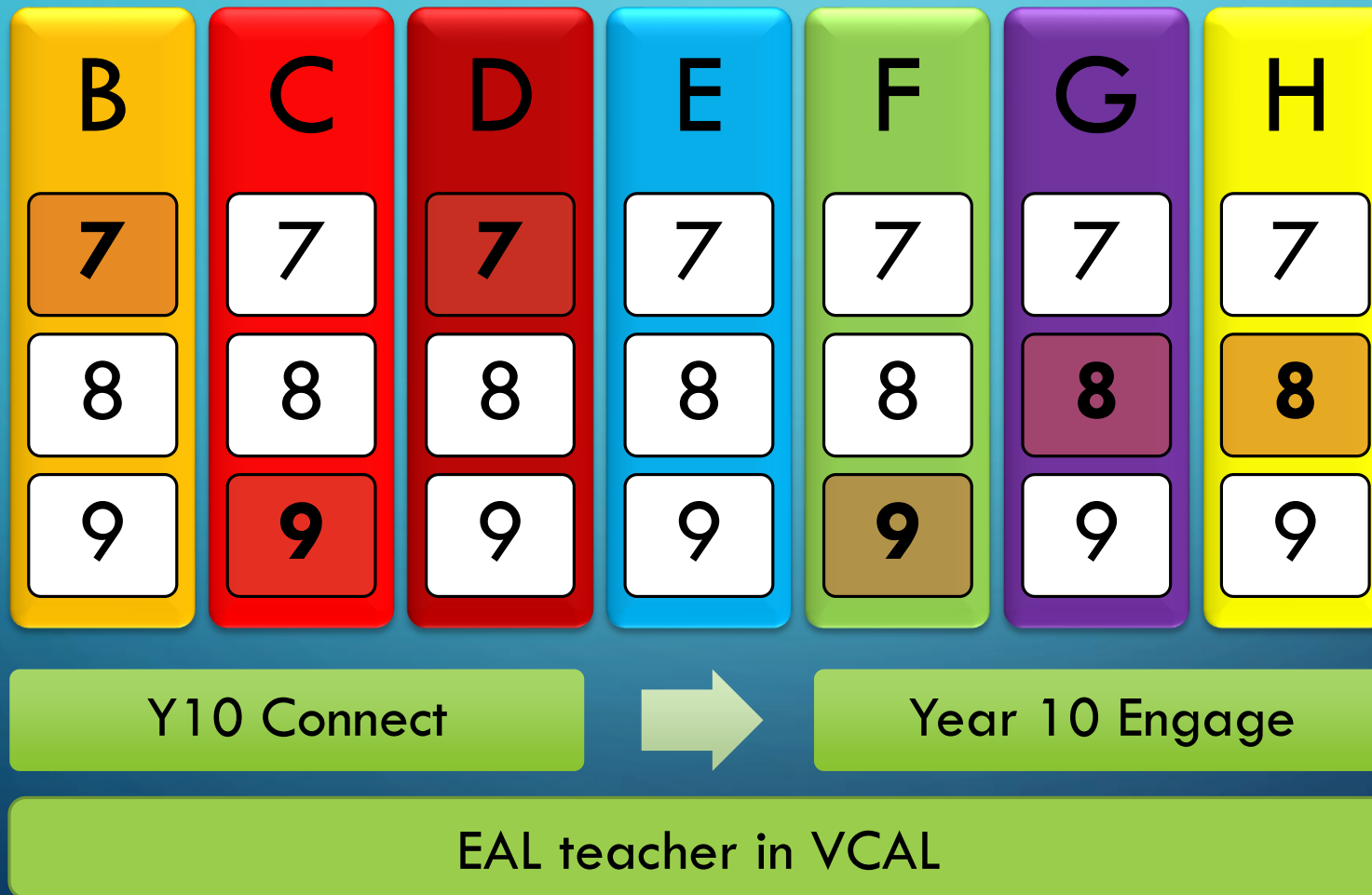
- 7% flagged as Transition EAL
- 23% recently-arrived students (<5yrs) with a likely refugee background
- Primarily Afghan/Hazara/Dari-speaking

Language School Intake – 118/yr (+21)

- Term 1 – 52 (+10)
- Term 2 – 19 (+9)
- Term 3 – 31 (+2)
- Term 4 – 16*

Year	TrEAL
7	31
8	29
9	30
10cnn	24
10ms	13

ACADEMIC PROGRAM STRUCTURE



EMBEDDED & PARALLEL SUPPORT

REGULAR CLASS

40

Teachers



English-speakers



EAL

TRANSITION EAL CLASS

40

Teachers



English-speakers

EAL



Transition EAL

Aide

English Support
instead of LOTE

STAFFING



- EAL Transition Leader - 10 pds a cycle
- Extra teacher in TrEAL classes in all core subjects
- Extra class/teachers for Year 10 Connect
- Learning Intervention Officers (MEAs/Aides) – about 4 full time *

DRAFT EAL FRAMEWORK

+ HITS
+ EAL theory & strategies
+ Jenny Miller
+ Fisher and Frey

Before the Lesson

- prioritise key learning
- select and modify/chunk text

Introduction into the Learning

- state learning intention & success criteria - what and why
- build field/topic knowledge (prior knowledge/concepts, context, vocabulary)

Explicit Teaching

- demonstrate, model & deconstruct
- structure & language features (think aloud)
- preview reading/viewing

Guided Instruction

- co-construct (scaffold)
- talk to think and write
- collaborate

Independent Work

- independently construct
- differentiate

Consolidate the Learning

- check success criteria
- reflect
- set goals

Catch

- formatively assess
- differentiate
- question / notice

EAL STRATEGIES

Produced with
David Kezilas at
Dandenong High
School

EAL STRATEGY SUMMARY pg1	
PRIORITISE <ul style="list-style-type: none"> Reduce the cognitive and language load on students by choosing what is most important to learn in a text, lesson or unit. Preference transferable skills over knowledge. For example: <ul style="list-style-type: none"> Highlight and teach most important parts of the text. Focus on research skills, directing students to pre-selected websites. 	
CONNECT <ul style="list-style-type: none"> Make connections between students' previous knowledge, experience and language and their current experiences. Relate new knowledge and skills to the concrete and familiar. Do not assume knowledge of Australian popular culture or idioms. For example: <ul style="list-style-type: none"> At the start of a topic, ask students what they know from experience and first language. Check activities don't presume local/popular knowledge eg. The internet is like surfing! 	
SPEAK <ul style="list-style-type: none"> Speak clearly, concisely and as necessary. Choose words carefully in instructional language. Be aware that students must be supported in their understanding of the language of instruction as well as the content. For example: <ul style="list-style-type: none"> Include the necessary information in the most logical order when introducing a text. Keep teacher talk to a minimum and replace with a matching activity. 	
VISUALISE <ul style="list-style-type: none"> Accompany verbal and written texts with visual prompts. Use pictures to generate language, especially to explore a new concept. Allow students to draw to consolidate and demonstrate knowledge. For example: <ul style="list-style-type: none"> Generate vocabulary and discussion using a montage. Put an image on handouts as a cue alongside the 14pt text. Write or draw spoken instructions on the board. 	
CHUNK <ul style="list-style-type: none"> Chunk the text (written and visual) and stop regularly to check understanding. Check understanding of instructional as well as content language. Check throughout and at the end. Use a range of strategies to consolidate knowledge and check comprehension. For example: <ul style="list-style-type: none"> Stop regularly during viewing of a clip to respond to questions. Ask students to demonstrate knowledge by drawing. Give "chapter questions" or oral questions throughout a text. 	
MODEL <ul style="list-style-type: none"> Provide students with an example of the outcome they are expected to achieve. Guide students in an analysis of the model to identify the required parts and language. Model processes by thinking-aloud and by demonstrating (I-WE-YOU). For example: <ul style="list-style-type: none"> When preparing students for a presentation, do a presentation and ask for their feedback. Ask students to colour the parts and language features of model. Ask them to co-construct text before doing their own. 	
REPEAT <ul style="list-style-type: none"> Provide students with many opportunities to be exposed to important knowledge and skills. Use different learning styles. For example: <ul style="list-style-type: none"> Teach concepts visually, through cut and paste pictures, kinesthetically, through the movement of students around the room, and verbally, through written and spoken word. 	

EAL STRATEGY SUMMARY pg2	
SPACE <ul style="list-style-type: none"> Use the spacing of information and images to communicate meaning. Think carefully about how you arrange information on each page of a worksheet to communicate relationships of ideas/elements. For example: <ul style="list-style-type: none"> Use Venn diagrams and other graphic organisers. Allow students to learn new vocabulary through a cut and paste visual matching activity. Get students to place important features on a wall map. 	
SCAFFOLD <ul style="list-style-type: none"> Provide support to achieve more complex tasks through the use of sentence starters, cloze exercises and templates. Scaffolds can be withdrawn slowly as students learn to complete tasks more independently. For example: <ul style="list-style-type: none"> Initially support short answers by using sentence starters. Do research in a data-chart with inquiry questions, model notes and simple resources. 	
FACILITATE <ul style="list-style-type: none"> Provide structured opportunities to speak before reading and writing, especially in mixed ability pairs. Speaking allows students to increase their vocabulary, share ideas and prepare language structures before writing. For example: <ul style="list-style-type: none"> Think, pair, share. Before writing, students are given prompt questions about the topic to discuss in turns for a given period of time. 	
MODIFY <ul style="list-style-type: none"> Change texts/assessments to suit students' language skills. Simplify given texts by reducing the amount, simplifying sentence structures, enlarging and chunking text and adding visuals. With vocabulary, include some subject-specific words alongside. For example: <ul style="list-style-type: none"> Change the internet text into simpler sentences. Provide pictures and include subject-specific words beside simpler words. Design tasks to be increasingly challenging. 	
ACT <ul style="list-style-type: none"> Provide opportunities to learn through doing. Provide opportunities for experiential and kinesthetic learning. Use role-plays, student movement around the room and props to demonstrate the content. For example: <ul style="list-style-type: none"> Get students to act out an event or process. Use tangible objects to demonstrate principles/knowledge. Allow students to experience some aspect of the learning. 	
PREVIEW <ul style="list-style-type: none"> Introduce texts with a summary of the content and encourage students to make predictions. Guide students to focus on text features like headings, sub-headings, images, captions and new words. For example: <ul style="list-style-type: none"> Before viewing a clip, pause on the opening shot and discuss predictions. Give a brief overview of a text before reading. Discuss the features of a text-type before reading. 	

PROCESSES

Enrolment &
Placement

Identification
& Data

Transitions –
between
year levels
and terms

ENROLMENT & PLACEMENT



Data Collection

Teacher & Student Interviews

Reception with Refugee Liaison

Orientation (Connect)

Student Information Sessions

Enrolment &
Placement

REFUGEE LIAISON TEACHERS

- One per House
- Orient students on first day
- Provide ongoing support in first term
- Support all refugees in each House, as required (eg. CSEF)
- Provide support for teachers
- Develop new ideas
- Receive Professional Development



IDENTIFICATION & DATA

Transition EAL Data Sources

Student: [redacted] - C08, Year 8

Dashboard Schedule Learning Tasks Attendance Reports

Student: Yama YAMA

Details: Male - 16 years, 8 months (02/06/2002)
Groups: CALLISTEMO, Year 8
Student ID: YAM0006
Email: YAM0006@ndersons-hs.vic.edu.au

1. Purple dot on individual page

SH10022, C0
S100023, C08
YAM0006, C08

2. Purple dot on roll (green for EAL)

Student: [redacted] C08, Year 8

Dashboard Schedule Learning Tasks Attendance Reports Anal

Reports

Reporting Cycle

2019 - Semester 1
2018 - TEST VOCABULARY CYCLE
2018 - Semester 2
2018 - Semester 1
2017 - Transition Report
2017 - Semester 2
2017 - Language School Report

3. Reports with background data (see below)

3a. DHS Prior Report

- Prior EAL S-level and subject results
(where student was present in previous report cycle)

Go to Compass then:
Go to individual student Reports tab for DHS Report

English as an Additional Language				
Year 7 - 10	Stage S1	Stage S1	Stage S2	Stage S3
EAL - Reading				
EAL - Writing				
EAL - Speaking and Listening				

= S2.3
= S3.1
= S3.1

3b. Transition EAL Report

- Individual educational information at point of DHS entry for TrEAL & EAL students

Go to Compass then:
Go to individual student Reports tab for Transition EAL Report

CONFIDENTIAL TrEAL Student Information Report

Date of DHS Entry: Trm 4 2017

Code: [redacted]

First Name: [redacted]

Surname: [redacted]

House: Eucalyptus

Year Level: 10

First Enrolment in an Australian School: 25/Jul/2016

Years of Schooling: 4yrs

Schooling History: 10-13yrs in Ethiopia/Arabic & English > 13-14yrs in Australia/NT

Cultural Background: Ethiopian

First Language(s): Amharic

First Language Literacy (SURW = speaking, listening, reading, writing): SL (only)

Other languages: None reported

RLT Support Teacher: HOHC/MOST

EAL Teacher(s) (Core): DMAR

Other Teaching Notes: From Noble Park Eng Lang School, refugee background, SL

3c. Previous/Language School Report (where available)

- Report from Language School or previous school - including Language, Maths, Science, PE

Go to Compass then:
Go to individual student Reports tab for Previous or Language

Noble Park English Language School
21-25 Thomas Street, Noble Park, 3114
Telephone: 0445 8079
Fax: 0445 9852
E-mail: noble.park.el@education.vic.gov.au

Overall Progress and Curriculum Overview

Progress in English over time

Number of terms in program: 2

Stages of English Language Development

The grid at left indicates stages of student achievement against English language development described in the Companion to the English AusVELS.

These stages describe pathways of English language leading into the mainstream English AusVELS. The grid describes the learning of secondary students who are their first language.

The difference between the stage of the student on entry from the English language school/centre gives an indication of progress made.

Age

1 Beginning 2 Progressing 3 Standard

TRANSITION EAL REPORTS

CONFIDENTIAL

EAL Student Transition Report - 2018

Date of DHS Entry: Term 3 2018

Code: [REDACTED]

First Name: [REDACTED]

Surname: [REDACTED]

Age: 17

Gender: M

House: Eucalyptus

Year Level: 10

Course: Connect

Date of Arrival in Australia: 20.07.17

Years of Schooling: 5yrs

Schooling History: 7-10yo in Farsi/Iran > 16-17yo at NP Eng Lang School (12mos) > DHS

Cultural Background: Farsi

First Language(s): Farsi

First Language Literacy: SLRW

Other languages: none reported

RLT Support Teacher: LEEP

EAL Teacher(s) (Core): DMAE/ HICP

Other Teaching Notes - including notes from language school (LS) and/or primary school (PS):

Direct from NP Eng Language School, refugee background, permanent resident (humanitarian), lives with one parent (mum), sister existing student [REDACTED]. Wellbeing/Foundation House involvement, dedicated, organised and positive student in class, in transition seems to require frequent reassurance and repetition of instructions, close friend [REDACTED] but will sit separately to promote focus and independence, responds well to being given responsibilities, Maths at 7.5, Science "medium", PE at Level 10 (excellent)

Possible Issues Affecting Study: "refugee"

Strengths: computer, gym, boxing, sports

Interests: basketball, hanging out with friends

Wants to improve: fitness

Aspiration: join the army

EAL Continuum Placement:

Speaking and Listening: S2.3

Reading: S2.3

Writing: S2.2

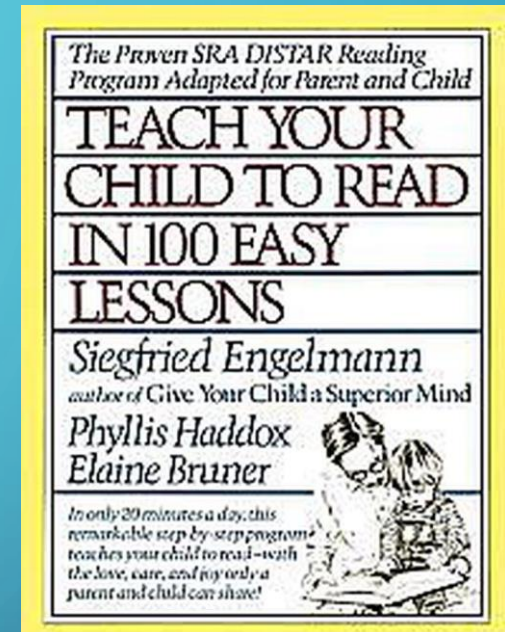
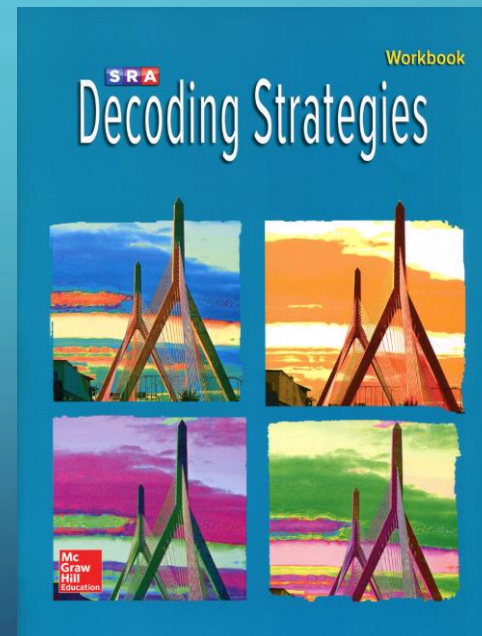
TRANSITIONS



- Interviews with House Leadership Teams and Careers at Year 9 and 10
- Families can attend with interpreter
- Connect students pre-interviewed (including Pathways)

LITERACY PROGRAMS


- Decoding – Corrective Reading Program – Y7-9
- PM Reading Program
- MYLNS – Year 10 Individual Support



CLASSROOM RELATIONS

SCHOOLS IN FOR REFUGEES PART 2 RESOURCES 171

RESOURCE 9



Child Safety Commissioner
promoting the safety and wellbeing of children

Calmer Classrooms - a snapshot

If we look behind the acting-out behaviour of abused and neglected children we see that many are suffering from deep, long lasting pain. This pain comes from:

- grief and loss
- abandonment and neglect
- physical and sexual abuse
- emotional abuse
- persistent anxiety
- fear or terror of the future
- depression and disorientation
- physical self-harm

We see then that much of the behaviour of traumatised children is pain-based, and it is not that they won't behave like other children, but that they can't.

The impact of trauma on learning

Affect dysregulation —making children hyperaroused or dissociated
Shame —which can produce overwhelming affect dysregulation
Reduced cognitive capacity —due to early deprivation and/or affect dysregulation
Difficulties with memory —making learning harder
Language delays —reducing capacity for listening, understanding and expressing
Need for control —causing conflict with teachers and other students
Attachment difficulties —making attachment to school problematic
Poor peer relationships —making school an unpleasant experience
Unstable living situation —reducing learning, and capacity to engage with a new school

Victoria

Foundation House
The Victorian Chamber for Refugee Affairs

SCHOOLS IN FOR REFUGEES PART 2 RESOURCES 167

RESOURCE 5

Strategies that meet the recovery goals

Effects of refugee experience

- Anxiety
- Feelings of helplessness
- Loss of control

Goals to support recovery from trauma

- Restore safety
- Enhance control
- Reduce the disabling effects of fear and anxiety

Strategies to meet recovery goals

- Structured, predictable environments where changes are explained
- Teaching, classroom and school routines
- Scaffolded teaching of topics and concepts in all subject areas
- Quiet spaces and opportunities to relax and play quiet games, prayer rooms
- Opportunities for play, art and expression of feelings

Teaching how to seek assistance

- Structured pair and group activities to share experiences and build connections
- Transition programs for a range of transitions experiences
- Teaching buddy systems
- Teaching social skills
- Teaching emotional literacy
- Welcoming and engaging families and community

Recognition of prior learning and learning needs

- Programs to meet student needs and address gaps
- Opportunities to experience success with recognition of learning and successes
- Appropriate and individually managed pathway support, including links to other services
- Learning to take risks and build trust

Celebration of diversity

- Professional development for staff to promote an understanding of refugee experiences and understanding how to use ESL strategies
- Modelling respect with correct pronunciation of names
- Use of interpreters and translators
- Dealing with discipline one on one and with an advocate
- Consistency between teachers

Restore attachment and connections to others who can offer emotional support and care

Restore meaning and purpose to life

Restore dignity and value

Reduce excessive shame and guilt

Relationships changed

Grief

Depression

Shattering of previously held assumptions

Loss of trust, meaning, identity and future

Guilt

Shame

Foundation House
The Victorian Chamber for Refugee Affairs

R5

The background is a blue gradient with decorative white circuit-like lines in the corners. These lines consist of straight segments and small circles, resembling a stylized electronic circuit board.

YEAR 10 CONNECT



YEAR 10 CONNECT

Program to prepare young-adult EAL students for Year 11
and 12 and beyond

The background is a gradient of blue. In the corners, there are decorative white line art elements resembling circuit boards or neural networks, with lines and small circles.

OUR MISSION

To implement a personalised, holistic, educationally-rigorous program which develops the strengths and addresses the needs of each student in order to foster their self-efficacy, resilience, belonging and drive toward a positive future.

YEAR 10 CONNECT ELEMENTS



**Personalised and
Holistic**

**Academically
Rigorous**

PERSONALISED AND HOLISTIC



Develop
strengths

Positive future

Year 10
Connect

Address needs

Belonging

Self-efficacy and
resilience

ACADEMICALLY RIGOROUS



Modified
Year 10
Program

VCAL Pathways

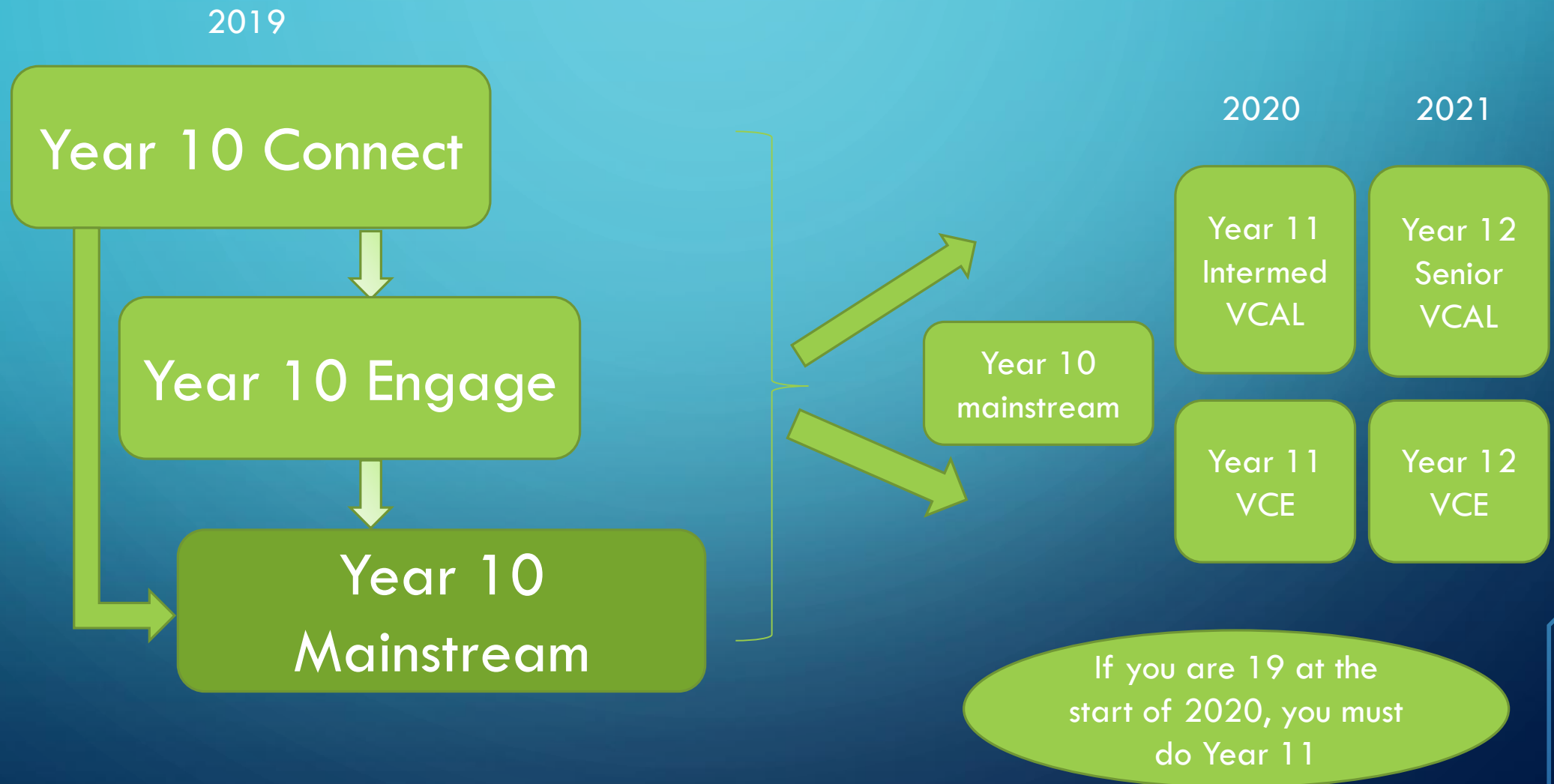
Year 10
Connect

Language
Development

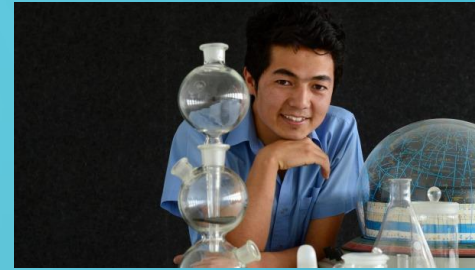
VCE
Opportunities

Foundation
Skills

STRUCTURE & PATHWAYS



PROGRAM STRUCTURE



“Year 10 Connect” subjects

- English (12)
- Maths
- Humanities –
History/Geography/Commerce
- Science
- Health
- *Pathways Literacy*

Language
focus
simulating the
mainstream
curriculum

Other subjects, studied with other Year 10 students, include:

- Physical Education (PE—Sport)
- Learning Tutor

“Year 10 Engage” subjects

- English (6)
- Maths
- Humanities –
History/Geography/Commerce
- Science
- Health
- *Elective*
 - *English Support (6)*
 - *Other*

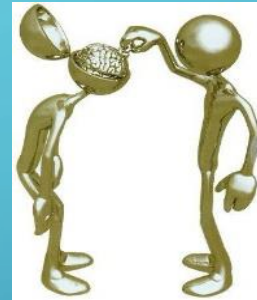
Mainstream
curriculum focus
approaching the
mainstream
curriculum

Other subjects, studied with other Year 10 students, include:

- Physical Education (PE—Sport)
- Learning Tutor

Basic language skills

Year 10 study



PARTS OF THE COURSE

Reading

- reading skill lessons
- Reading Book (LB)



Writing

- writing skill lessons
- Writing Book (LB)



Speaking & Listening

- conversation
- current affairs



BASIC LANGUAGE SKILLS

LB = Language Book



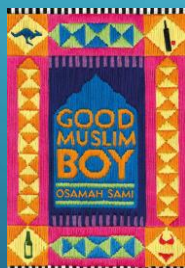
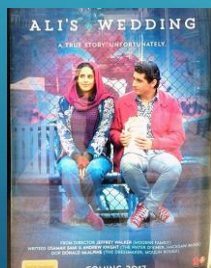
EXAM



EXAM

Term 1 – TRUE SELF

- **Text Response**
- **Creative Speech**
Ali's Wedding film
/Good Muslim Boy novel



Term 2 – CHANGING MINDS

- **Persuasive Speech**
Screens for Teens

Term 3 – BETTER WORLDS

- **Text Response**
The Giver



Term 4 – POWER OF THE PEN

- **Persuasive Analysis**

Assessed each term in skill areas:

- Writing,
- Reading & Viewing
- Listening and Speaking

YEAR 10 STUDY

PATHWAYS LITERACY



TERM 1

My Success

- * Vision
- * Goals
- * Student-Led Conferences

TERM 2

My Choices

- * Pathways Learning
- * Pathways Planning
- * TAFE Taster (VET)

TERM 3

My Work Skills

- * Group work experience
(* Pathways Choice)
- * Student-Led Conference
- * Work Experience Prep

TERM 4

My Work Place

- * Work Experience
- * Enterprise Project
- * Team Building excursion series

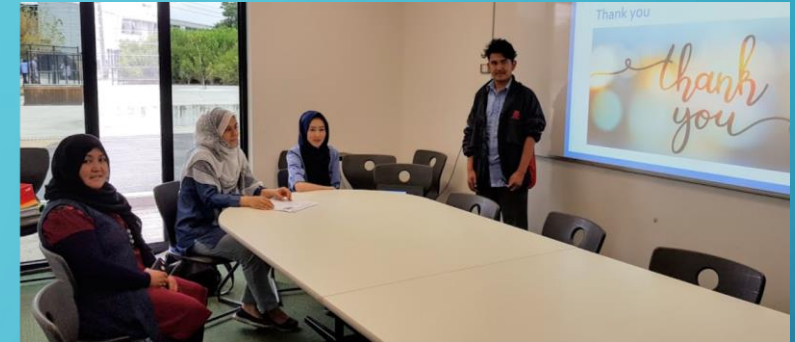
STUDENT-LED CONFERENCES

I had felt their protect when it was going on and I know that I am not alone and they are here to help me and I shouldn't destroy their trust.

We can share our pathway with our family and our teacher and get their opinion or their support.

I learnt from doing the conference that you are the boss for yourself also you should be responsible for your goals and your thoughts.

My dad when he came first he think that it was just talking to teacher but when he saw me I did well he think it's so good for me and all students.



I learnt from conference don't be scared to do something and also I learnt what is my goals for the future and my pathway in the future.

INDIVIDUAL ASSESSMENT & TRACKING

Y10 Connect English – Changing Minds – Persuasive Oral Presentation – writing

Student Name: Somayah HUSAINI

Date: 31/5/19

Result: (S1.3) S2.1

Task: Deliver an oral presentation to convince an audience of their opinion on an issue appearing in the media (with script).

S3	S3.3	Write script, including full introduction, body paragraphs and conclusion, with model and minimal support.	Make language choices to suit audience & purpose. Use correct grammar for most complex sentences. Use range of tenses, passive tense and conditionals mostly correctly.	Make links and contrasts in and between paragraphs (eg. furthermore, in contrast)		Include a wide range of arguments. Include all types of evidence from range of sources.	Use basic script/presentation structure independently. Consider changes at sentence, paragraph and whole-text level to improve work.
	S3.2						
	S3.1						
S2	S2.3	Write simple script, following basic, modelled script structure, using template, including hook, simple introduction, body paragraphs and conclusion.	Use taught grammatical features mostly correctly (eg. dependent and embedded clauses). Write complex sentences to explain where, when, how and why.	Use range of simple connectives to show a range of relationships. Make links within and across paragraphs using a (eg. for instance, further, however).	Use commas for lists and dependent clauses.	Include a range of arguments. Include more than one type of evidence from given sources (anecdotal, expert/research).	Use basic models to guide writing. Organise information in research tasks. Consider ways to improve writing with teacher feedback.
	S2.2						
	S2.1						
S1	S1.3	Write script with simple greeting and body, each paragraph including a topic sentence, evidence and a link back sentence.	Write script with basic sentences. Write using sentences that sometimes have correct grammar, including present tense.	Use modelled/simple transition words (eg. that is, for example, clearly), joining words (and, but, because, also).	Usually use full stops and capital letters correctly.	Talk about topics they know well. Include anecdotal evidence, as modelled.	Plan texts. Use models and scaffolds heavily. Correct and redraft their work, with support.
	S1.2						
	S1.1						
Criteria		Structure	Sentence Grammar Language	Cohesion (joining)	Punctuation	Ideas	Process

You can give a full speech with a clear introduction and conclusion. With a scaffold, you can organize your ideas into TEEL paragraphs, including anecdotal evidence. You can use a range of connectives within and between paragraphs. You can prepare notes, look at the camera during your presentation and speak loudly.

Next time, start and finish with your own hook to grab the attention of the audience. Use more evidence from the sources (Research says...). Try using different words instead of the same words over and over (eg. tired/sleepy/low energy) and try using strong/emotive words that will give your speech more power (eg. bad > terrible/awful/dangerous). When speaking, try to use a natural tone (not rising) and pronounce each word carefully. Think of it like speaking to your friend. Also, try not to put your hands in your pocket.

Y10 Connect – English as an Additional Language - 2019

Student Progress Page

Year: 10

Class: H10

Student Code: XXXXXX

Student Name: Student 1

Student Results (EAL continuum):

Stage	Assessment Task(s)	Speaking and Listening	Reading and Viewing	Writing
Entry	Prior report (Term 1 entry)	S2.1	S1.3	S1.3
Tm 1	Letter to Teacher			S1.3
1	Text Response (Ali's Wedding)			S2.1
1	Reading Comprehension (GMB)		S2.1	
1	Memoir Oral	S2.2		

Comments/Goals: 2 progress - developing well but needs to focus on handwriting and following structures provided - give handwriting resource and remind about need to follow steps/structures and check work carefully - moved to Engage

Y10 CONNECT 2019

Student Numbers

Term 1 – 16 (15 new)

Term 2 – 14 (6 new)

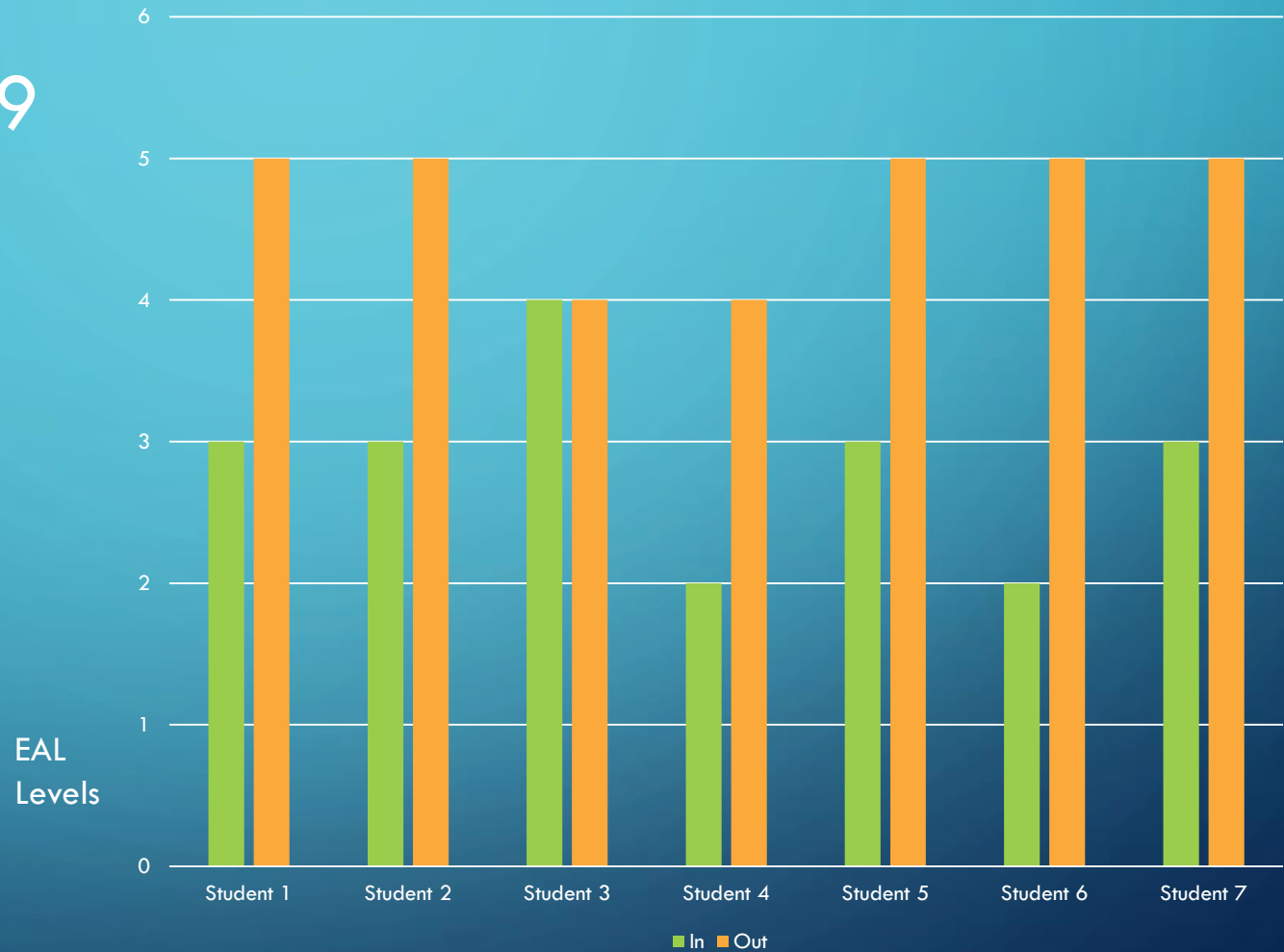
Term 3 – 12 (10 new)

Maths 2017 – Semester 2

Average progress

- 0.37 levels/month
- (expected 0.1/month)

Y10 Connect - Semester 1 2019 – EAL Level Progress



EXTRA-CURRICULAR PROGRAMS

- Harmony Ambassadors
- For the Culture
- Choices for Success



HARMONY AMBASSADORS

- Harmony Week Concert/Festival
- Afghan Afternoon Tea
- Language School Information Sessions
- Eid Celebration
- Cultural photography
- Short film about harmony

produced with David Kezilas



FOR THE CULTURE



With the Centre
for Multicultural
Youth



CHOICES FOR SUCCESS

Pathways information for
Dari-speaking families
June 2019



CHOICES FOR SUCCESS

انتخب روى موفقيت

Pathways information for
Dari-speaking families
June 2019



AREAS FOR DEVELOPMENT

- VCAL EAL Support
- Consistent delivery of pedagogy
- Documenting curriculum and assessment
- Managing policy changes (MAE)
- EAL progress measurement
- Collaboration and eliciting student thinking



RESOURCES

- Classrooms of Possibility: Supporting at-risk EAL students, Jenny Milller and Jennifer Hammond, 2015
- Asylum Seeker Supportive Transition Guidelines
- EAL Strategies at Dandenong High School
- TEAL Website - <http://teal.global2.vic.edu.au/>
- Foundation House resources - <http://www.foundationhouse.org.au/>
- Good Starts for Refugee Youth, Latrobe University, broadsheets
- Languages and Multicultural Education Resource Centre (Carlton) - <https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/Imerc.aspx>



PDF File



Microsoft Word
Document



PDF File



PDF File